

DOCUMENT RESUME

ED 060 765

FL 003 054

TITLE Lernen Wir Deutsch!: Part 2, German.
INSTITUTION Dade County Public Schools, Miami, Fla.
PUB DATE 71
NOTE 29p.

EDRS PRICE MF-\$0.65 HC-\$3.29
DESCRIPTORS Basic Skills; *Behavioral Objectives; Conversational
Language Courses; *German; *Grammar; *Instructional
Materials; Language Instruction; Secondary Education;
*Teaching Guides; Teaching Methods; Textbooks;
Vocabulary Development
IDENTIFIERS *Quinmaster Program

ABSTRACT

Instructional objectives of the Dade County Public Schools Quinmaster Program in German for use with "Lernen Wir Deutsch: Part 2" focus on development of basic skills through the use of short dialogues and structured exercises. The grammar of the course includes the study of nouns, pronouns, and verbs. Possessive determiners are introduced. The contents of the guide focus on: (1) course description, (2) broad goals and performance objectives, (3) course content, (4) suggested procedures, (5) samples of evaluation, and (6) reference materials. (RL)

ED 060765

LERNEN WIR DEUTSCH!

Part 2

7533.02

German

U.S. DEPARTMENT OF HEALTH, EDUCATION
& WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED
EXACTLY AS RECEIVED FROM THE PERSON OR
ORGANIZATION ORIGINATING IT. POINTS OF
VIEW OR OPINIONS STATED DO NOT NECES-
SARILY REPRESENT OFFICIAL OFFICE OF EDU-
CATION POSITION OR POLICY.

F2003054

DIVISION OF INSTRUCTION
Dade County Public Schools
Miami, Florida
1971

DADE COUNTY SCHOOL BOARD

Mr. William Lehman, Chairman
Mr. G. Holmes Braddock, Vice-Chairman
Mrs. Ethel Beckham
Mrs. Crutcher Harrison
Mrs. Anna Brenner Meyers
Dr. Ben Sheppard
Mr. William H. Turner

Dr. E. L. Whigham, Superintendent of Schools
Dade County Public Schools
Miami, Florida 33132

Published by the Dade County School Board

Copies of this publication may be obtained through

Textbook Services
2210 S. W. Third Street
Miami, Florida 33135

Price: \$.75

TABLE OF CONTENTS

Course Description	111
Broad Goals and Performance Objectives	1
Course Content	8
Suggested Procedures	11
Samples of Evaluations	13
References	24

COURSE DESCRIPTION

This course will continue to develop the listening, speaking, reading, and writing skills on an elementary level. Through short dialogs and structured exercises students will learn about the unusual and unique German postal and school systems. The grammar of the course includes the study of nouns, pronouns, and verbs. Possessive determiners will also be introduced. Success in this course will be assured if 7533.01 or its equivalent has been controlled. German will be the language of the classroom.

7533.02

BROAD GOALS AND PERFORMANCE OBJECTIVES

These minimum objectives will be met with 70% proficiency by a majority of the class unless otherwise specified.

I. Listening Skills

According to the individual maturity and achievement, a majority of students with 70% proficiency will:

A. Discriminate sounds

Given a series of five minimal pairs, each series contrasting the sounds: [u:] vs [u:] and final [x] vs. final [Rə], the student will discriminate the correct sound by writing the numbers 1 or 2, depending upon the position of the desired response, on a prepared answer sheet.

B. Discriminate structural signals

Given orally a series of five sentences, some of which begin with the subject and some of which begin with the direct object, the student will circle on a prepared answer sheet the letter "S" for "subject" if the sentence begins with the subject and the letters "DO" for "direct object" if it begins with the direct object.

C. Comprehend basic patterns and substitutional variations spoken at conversational tempo

1. Given orally a series of ten statements, each followed by two further statements lettered "A" and "B", the student will circle the letter "A" or "B", on a prepared answer sheet, according to which corresponds to the statement that most logically continues the thought of the initial statement.

2. Given orally a series of ten incomplete sentences, each followed by three words or phrases lettered "A", "B", and "C", the student will circle on a prepared answer sheet the letter that corresponds to the word or phrase which best completes each sentence.
3. Given orally a series of ten sentences, each followed by two rejoinders lettered "A" and "B", the student will circle on a prepared answer sheet, the letter corresponding to the rejoinder that is most appropriate to the initial sentence.
4. Given orally a series of ten sentences, each followed by an additional sentence that is either appropriate or nonsense, the student will circle on a prepared answer sheet the letter "A" for "appropriate" or the letter "N" for "nonsense", depending upon the logic of what he has heard.
5. Given orally a series of five short three-line dialogs between no more than two speakers, each followed by one incomplete statement related to the dialog and three possible completions lettered "A", "B", and "C", the student will circle on a prepared answer sheet the letter corresponding to the completion that most appropriately completes the statement.
6. Given orally a list of any ten numbers between 13 and 100 in random order, the student will write each number in arabic numeral form as it is heard.

II. Speaking Skills

According to the individual maturity and achievement, a majority of students with 70% proficiency in a manner acceptable to the teacher will:

A. Pronounce sounds

Given a written series of five isolated words, each containing a particular consonant sound introduced in this course, the student will respond orally with pronunciation acceptable to the teacher.

B. Imitate models at conversational speed

Given orally the lines of the dialogs, supplements, and drills included in this course, the student will imitate what is heard with pronunciation and intonation acceptable to the teacher.

C. Produce orally minimal structural changes

1. Given orally person-number substitution drills based upon haben and möchte-forms of mögen, the student will repeat the pattern sentence, performing the necessary changes with pronunciation acceptable to the teacher.
2. Given orally item substitution drills based upon: definite articles, nominative and accusative; indefinite articles, nominative and accusative; dieser-words, nominative and accusative; possessive determiners, nominative and accusative; and negative determiners, nominative and accusative, the student will repeat the pattern sentence, performing the necessary changes with pronunciation acceptable to the teacher.
3. Given orally the pattern response drills based upon: subject pronouns; interrogative pronouns, nominative

and accusative; and third person pronouns, accusative, the student will give orally the patterned response performing the necessary changes with pronunciation acceptable to the teacher.

D. Respond freely to questions asked

Given orally a series of five questions based upon the dialogs and supplements included in this course, the student will respond freely with answers logical to the questions asked and with pronunciation and intonation acceptable to the teacher.

III. Reading Skills

According to the individual maturity and achievement, a majority of students with 70% proficiency will:

A. Read orally isolated words

Given a written list of ten isolated words, each word containing one of the following consonants: r, b, d, g, and j, the student will read each orally applying the letter-sound correspondence rule learned and with pronunciation acceptable to the teacher.

B. Read orally sentences

Given a series of five sentences, each containing words to which the letter-sound correspondence rules apply, the student will read orally each sentence with pronunciation and intonation acceptable to the teacher.

C. Read silently for comprehension

Given a narrative composed of recombined material and a minimum of new material, including cognates and words and phrases clarified in marginal notes, the student will read the narrative silently and then describe in English what he has read.

IV. Writing Skills

According to the individual maturity and achievement, a majority of students with 70% proficiency will:

A. Copy the target language

1. Given a series of three sentences containing words representing the letter-sound correspondence rule learned, the student will copy each sentence with correct orthography and punctuation.
2. Given the lines of the dialogs included in this course, the student will copy each line with correct orthography and punctuation.

B. Write from dictation

Given a series of five sentences, each of which the student has previously heard spoken, read, and copied, the student will write each as each is dictated.

C. Write exercises requiring minimal structural change

1. Given a series of five incomplete sentences, each containing a blank in the verb position, the student will fill in the blank with the proper form of the verb haben.
2. Given a series of five incomplete sentences, each containing a blank in the verb position, the student will fill in the blank with the proper wöchte-form of the verb mögen.
3. Given a series of five incomplete questions, each followed by an incomplete answer, the student will complete each set by filling in the blank of the first sentence with the proper form of the nominative definite article and the blank of the second sentence with the proper form of the substitute subject pronoun.

4. Given a series of five incomplete questions, each followed by an incomplete answer, the student will complete each set by filling in the blank of the first sentence with the proper form of the accusative definite article and the blank of the second sentence with the proper form of the substitute accusative third person pronoun.
5. Given a series of five incomplete statements, the student will complete each by filling in the blank with the proper form of the nominative or accusative indefinite article.
6. Given a series of five incomplete sentences, the student will complete each by filling in the blank with the proper form of the nominative or accusative dieser-word designated in parentheses at the beginning of each sentence.
7. Given a series of five incomplete sentences, the student will complete each by filling in the blank with the proper form of the nominative or accusative possessive or negative determiner designated in parentheses at the beginning of each sentence.

D. Write only parts of a sentence

1. Given a series of five statements, each followed by an incomplete statement, the student will fill in the blank of the incomplete statement with the word that is opposite in meaning to that of the last word in the first statement.
2. Given a series of five statements composed of subject, verb, and direct object and either the subject or the direct object underlined in each, the student will write for each statement a question beginning with the appropriate interrogative pronoun that replaces the underlined word or phrase.

3. Given orally a short dialog between two speakers, each speaker speaking no more than four times, the student will write grammatically correct, although not necessarily complete statements, the answers to a series of four questions asked orally based upon the dialog heard.

V. Cultural Skills

According to the individual maturity and achievement, a majority of students will compare and/or contrast by written and/or spoken response the German and American:

- A. Postal systems
- B. Monetary systems
- C. Weights, measures, and clothing sizes
- D. Educational systems
- E. Birthday customs

VI. Attitude

A majority of students will demonstrate an interest in the German language and culture as evidenced by the following:

- A. Participation in Classroom activities
- B. Seeking additional knowledge, joining German clubs, possible travel, or possible correspondence with German-speaking pen-pals.
- C. Continuation of the study of German

COURSE CONTENT

I. Phonetics

[ɪ:] vs [u:] ; [ʃ] ; long vowels; [ai] , [au] , [ɔi] ; [ɔ:] ;
[ö:] ; [ç] ; [x] ; [ʏ] ; final [ʃ] vs final [Rə] ; [l] ; [t]
after short vowel; b, d, g, j.

II. Grammar

- A. Present tense of haben
- B. Definite articles, Nominative and Accusative Cases
- C. Indefinite articles, Nominative and Accusative Cases
- D. Pronouns, Nominative and Accusative Cases
- E. Interrogative pronouns, Nominative and Accusative Cases
- F. Möchte-forms of mögen
- G. Dieser-words, Nominative and Accusative Cases
- H. First-position direct objects
- I. Suffix -in
- J. Compound nouns
- K. Possessive determiners, Nominative and Accusative Cases
- L. Negative determiner, Nominative and Accusative Cases

III. Vocabulary

A. Nouns

der Anzug	der Gürtel
der Appetit	die Hand
der Arzt	die Handtasche
der Ball	das Heft
der Bleistift	das Hemd
die Bluse	die Hose
der Brief	der Hunger
das Briefpapier	der Husten
der Briefträger	die Illustrierte
der Bruder	die Jacke
das Buch	das Jahr
das Deutsch	die Karte
der Durst	der Katalog
das Englisch	das Kleid
die Erdkunde	der Koffer
die Erkältung	der Korb
der Freund	das Kostüm
der Füller	die Krawatte
der Gast	die Küche
die Geburt	der Lehrer
der Geburtstag	die Lehrerin
das Geschenk	das Lesen
die Geschichte	die Lust
das Glück	das Magazin
die Grippe	der Mantel
die Grossmutter	die Mark
der Grossvater	die Mathematik

der Monat
die Mutter
der Nachbar
die Nachbarin
der Onkel
das Paket
das Papier
die Post
die Prüfung
der Pullover
der Regen
der Regenschirm
der Rock
der Roman
der Schal
der Schnupfen
der Schüler
die Schülerin
die Schwester
der Stoff
die Tante

die Tasche
der Tisch
der Vater
der Vetter
das Weihnachten
die Woche
die Wolle
die Zeitung

B. Verbs

bekommen
bestellen
besuchen
bringen
Durst haben
finden
gern haben
Glück haben
haben
holen
hören
Hunger haben
kaufen
kosten
lernen
Lust haben
passen
recht haben
schicken
schreiben
verstehen

C. Numbers

13-100

D. Other

aber
Ach!
bald

bestimmt
billig
ein bisschen
da
dann
dorthin
durstig
eng
fast
für
gesund
Haha!
hungrig
kurz
lang
modern

nie
schick
schlecht
schön
schwach
sowieso
stark
teuer
viel
viele
wahrscheinlich
was für ein
weit
wenn
wer
zu Weihnachten

IV. Idiomatic expressions

- A. Er hat recht.
- B. Es passt bestimmt.
- C. Wie findest du dieses Geschenk?
- D. Ich gehe jeden Monat dorthin.
- E. Ich habe den Stoff gern.
- F. Er kommt am Samstag.
- G. Sie hat keine Lust zum Lesen.
- H. Wir haben Hunger (Durst).
- I. Was für eine Prüfung haben wir?
- J. Was möchtest du zu Weihnachten?

SUGGESTED PROCEDURES

Teachers who are already familiar with the audio-lingual approach will have no serious problems with teaching this course. However, those who have used the First Edition of the ALM materials should be aware of certain significant differences in the Second Edition on which this outline is based. It seems worthwhile at this point to outline these modifications, although the teacher should read very carefully all the material in the Introduction to the Teacher's Edition.

1. No provision for a lengthy pre-reading period in early units.
2. Much more systematic and complete treatment of pronunciation.
3. More emphasis on the students' ability to use new material.
4. Explanation of grammatical principles before beginning extensive drill practice.
5. Special listening-comprehension exercises for students.
6. Much better controlled development of the speaking skill.
7. Earlier and more systematic development of the reading skill.
8. Considerable increase in writing practice.
9. More attention to culture by the inclusion of many illustrations throughout the text as well as by an 18-page, full-color pictorial section and by a set of accompanying filmstrips.

The general procedures for this course are the same as those for any other audio-lingual course, but it is important that all teachers, whether familiar with the method or not, study the Introduction found in the Teacher's Edition of the Second Edition. It will perhaps suggest new ideas for teaching specific items, it will present a sample lesson plan, it will give you the format and suggestions for the use of the recorded materials that accompany the text. There is also a very complete

section which contains suggested procedures for the introduction of each new structure with some additional structure drills. For those classes making use of the recorded materials, the complete text of the 227 listening and speaking exercises is included as well as an Audio Index and a Key to the Pronunciation Exercises.

It is highly recommended that the teacher make use of all materials that implement this program to make it a really complete one. All these items are listed separately.

SAMPLES OF EVALUATION

I. Listening Skills

A. Instrument for measuring performance objective IA

Listen carefully to the following series of word-pairs.

In one word of each pair the sound is the long ü-sound, as in üben: in the other the sound is the long u-sound, as in Hut. On your answer sheet are two columns, one marked "ü-sound" and one marked "u-sound". As you hear each pair, write the numbers 1 or 2 under the proper heading. For example: If the first word contains an "ü-sound", write the number "1" under "ü-sound". If the first contains an "u-sound", write the number "1" under "u-sound". And if the second word contains an "ü-sound", write "2" under "ü-sound"; if an "u-sound", write "2" under "u-sound".

- | | |
|-----------|--------|
| 1. Güte | gute |
| 2. Bruder | Brüder |
| 3. fuhr | für |
| 4. Mütter | Mutter |
| 5. Fuss | Füsse |

See ALM Teacher's Edition, German Level I, second edition.

1. Key to Phonetic Symbols: p. T170
2. Minimal pairs: p. T40, T51, T52

B. Instrument for measuring performance objective IB

Listen carefully to each of the following sentences. Some begin with the subject and some with the direct object.

If the sentence you hear begins with the subject, circle the

letter "S" for "subject" on your answer sheet. If the sentence begins with the direct object, circle "DO" for "direct object".

1. Welche Jacke kaufst du?
2. Dieses Hemd ist zu weit.
3. Der Mantel passt bestimmt.
4. Eine Krawatte hat er nicht.
5. Welchen Stoff hast du gern?

See ALM Teacher's Edition, second edition, p. T47-48, T52

C. Instrument for measuring performance objective IC-1

Listen carefully to each of the following statements.

Each will be followed by two further statements, lettered "A" and "B". Depending upon which of the two most logically completes the thought of the initial statement, circle the letter of your choice on your answer sheet.

See ALM Teacher's Edition, second edition, p. T41

D. Instrument for measuring performance objective IC-2

Listen carefully to each of the following incomplete sentences.

Each will be followed by three words or phrases lettered "A", "B", and "C". Depending upon which of the three words or phrases best completes the sentence, circle the letter of your choice on your answer sheet.

See ALM Teacher's Edition, second edition, p. T42-43, T50-51

E. Instrument for measuring performance objective IC-3

Listen carefully to each of the following sentences. Each is followed by two rejoinders lettered "A" and "B". Depending upon which of the two is the most appropriate, circle the letter of your choice on your answer sheet.

See ALM Teacher's Edition, second edition, p. T46-47

F. Instrument for measuring performance objective IC-4

Listen carefully to each of the following sentences. Each is followed by an additional sentence that is either appropriate or nonsense. If the sentence pairs are logical, circle the letter "A" for "appropriate" on your answer sheet. If they are illogical, circle the letter "N" for "nonsense".

See ALM Teacher's Edition, second edition, p. T48

G. Instrument for measuring performance objective IC-5

Listen carefully to each of the following three-line dialogs. Each will be followed by one incomplete statement related to the dialog and three possible completions lettered "A", "B", and "C". On your answer sheet circle the letter that corresponds to the completion that most appropriately completes the statement.

See ALM Teacher's Edition, second edition, p. T52-54

H. Instrument for measuring performance objective IC-6

Listen carefully to each of the following numbers. As you hear each, write each in arabic numeral form on your answer sheet.

See ALM Teacher's Edition, second edition, p. T45-46, 68

II. Speaking Skills

A. Instrument for measuring performance objective IIA

You will see a series of five isolated words. Each contains the sound [ʁ]. Respond orally by saying these five words with correct pronunciation.

See ALM Teacher's Edition, second edition.

1. [ʁ], p. T42
2. [ʁ] vs [u:] , p. T40, T52
3. long vowels, p. T43
4. [ai] , [au] , [ɔi] , p. T44
5. [ɔi] , p. T45
6. [ɔ] p. T47
7. [ɛ] , p. T48
8. [x] , p. T49
9. [ʏ] , p. T50
10. final [ʁ] vs final [Rə] , p. T51
11. [l] , p. T54
12. [t] after a short vowel, p. T55

B. Instrument for measuring performance objective IIC-1, 2, & 3

1. Person-number substitution drills

Er hat Papier

Ihr _____

Du _____

Wir _____

Sie möchten eine Limonade.

Ich _____

Ilse _____

Du _____

2. Item substitution drills

Der Brief kommt heute

___ Post ___

___ Paket ___

___ Briefträger ___

___ Illustrierte ___

Hier ist ein Lappen.

___ Zeitung.

___ Stand.

___ Karte.

___ Gasthaus.

3. Pattern response drills

Ist die Stube sauber?

Ja, sie ist sauber.

Ist der Garten schön?

Ist das Paket hier?

Ist die Frau alt?

Putzt er das Auto?

Ja, er putzt es.

Hat er den Brief?

Bekommt er die Illustrierte?

Gewinnt er das Spiel?

See ALM Teacher's Edition, second edition.

1. haben and möchte-forms of mögen, p. T113, T117
2. definite article, nominative and accusative, p. T113-114, T118-119
3. indefinite article, nominative and accusative, p. T114-115, T119-120
4. subject pronouns, p. T115-116
5. interrogative pronouns, nominative and accusative, p. T116-117, T123

6. dieser-words, nominative and accusative, p. T120-121
7. third person pronouns, accusative, p. T122
8. possessive determiners, nominative and accusative, p. T123-124, T125-126
9. negative determiner, nominative and accusative, p. T126

C. Instrument for measuring performance objective IID

Free response to questions asked

See ALM Teacher's Edition, second edition, "Free Response"

exercises 23, p. 62; 25, p. 80; 34, p. 88; 6, p. 95; 13, p. 100; 23, p. 104; and 30, p. 106

III. Reading Skills

A. Instrument for measuring performance objective IIIA

You will see a list of ten isolated words, each of which you have never seen before. Each word contains a specific consonant. Read each orally being careful to apply the letter-sound correspondence rule you have learned for each.

- | | |
|----------|-------------|
| 1. frei | 6. Geld |
| 2. gelb | 7. treu |
| 3. jung | 8. sehr |
| 4. Kreis | 9. Programm |
| 5. jede | 10. klug |

See ALM Teacher's Edition, second edition, p. T15, 63-65 and The Sounds of English and German by William G. Moulton, University of Chicago Press, 1962.

B. Instrument for measuring performance objective IIIB

You will see a series of five sentences in German. Each contains words to which you must apply the letter-sound correspondence rules you have learned. Read each orally using correct pronunciation and intonation.

1. Richard ist ein Junge.
2. Guten Tag, Frau Meier.
3. Hier ist der Stand, Rolf.
4. Das Fräulein ist sehr jung.
5. Die Karte ist rot und grau.

See ALM Teacher's Edition, second edition, p. 63-65

C. Instrument for measuring performance objective IIIC

You will see a narrative composed of recombined material and a minimum of new material, including cognates and an occasional new word or phrase clarified in marginal notes.

Read the narrative silently and then describe in English what you have read.

See ALM Teacher's Edition, second edition, p. 109

IV. Writing Skills

A. Instrument for measuring performance objective IVA1&2

See ALM Teacher's Edition, second edition.

1. Letter-sound correspondence: p. T15, 63-65
2. Dialogs: p. 49, 67, 91

B. Instrument for measuring performance objective IVB

See ALM Teacher's Edition, second edition, p. T42, T43, T44

C. Instrument for measuring performance objective IVC-1

You will see five incomplete sentences containing blanks in the verb positions. Complete each by filling in the blank with the proper form of haben.

1. _____ du Papier?
2. Ihr _____ recht.
3. Der Briefträger _____ ein Paket.

4. Peter und Ilse _____ die Illustrierte.

5. Ich _____ das Heft.

See ALM Teacher's Edition, second edition, p. T113

D. Instrument for measuring performance objective IVC-2

You will see five incomplete sentences containing blanks in the verb positions. Complete each by filling in the blank with the proper möchte-form of mögen.

1. _____ Sie ein Zimmer?

2. Er _____ eine Limonade.

3. _____ du die Jacke?

4. Wir _____ den Katalog.

5. Ich _____ diesen Stoff.

See ALM Teacher's Edition, second edition, p. T117

E. Instrument for measuring performance objective IVC-3

You will see a series of five incomplete questions, each followed by an incomplete answer. Complete each set by filling in the blank of the first sentence with the proper nominative definite article and the blank of the second sentence with the appropriate subject pronoun.

See ALM Teacher's Test Manual, second edition, P. 11 and

ALM Teacher's Edition, second edition, p. T113-114, T115-116

F. Instrument for measuring performance objective IVC-4

You will see a series of five incomplete questions, each followed by an incomplete answer. Complete each set by filling in the blank of the first sentence with the proper accusative definite article and the blank of the second sentence with the appropriate third person accusative pronoun.

See ALM Teacher's Test Manual, second edition, p. 15 and ALM

Teacher's Edition, second edition, p. T118-119, T122

G. Instrument for measuring performance objective IVC-5

You will see a series of five incomplete statements. Complete each by filling in the blank with the proper form of the nominative or accusative indefinite article.

See ALM Teacher's Test Manual, second edition, p. 12 and ALM Teacher's Edition, second edition, p. T114-115

H. Instrument for measuring performance objective IVC-6

You will see a series of five incomplete statements. Complete each by filling in the blank with the proper form of the dieser-word designated in parentheses at the beginning of each sentence.

1. (dieser) Peter braucht ____ Jacke nicht.
2. (welcher) ____ Regenschirm kauft sie?
3. (jeder) ____ Kleid ist schick.
4. (dieser) Sie möchte ____ Bluse.
5. (jeder) Er kauft ____ Anzug.

See ALM Teacher's Edition, second edition, T120-121

I. Instrument for measuring performance objective IVC-7

You will see a series of five incomplete statements. Complete each by filling in the blank with the proper form of the possessive or negative determiner designated in parentheses at the beginning of each sentence.

1. (sein) Fritz putzt ____ Rad.
2. (kein) Hast du ____ Hunger?
3. (dein) Hans, wie heisst ____ Lehrer?
4. (ihr) Sie besucht ____ Grossvater.
5. (unser) Bekommen Sie ____ Brief?

See ALM Teacher's Edition, second edition, T123-124, T125-126

J. Instrument for measuring performance objective IVD-1

See ALM Teacher's Edition, second edition, p. 69, 70

K. Instrument for measuring the performance objective IVD-2

You will see a series of five sentences, each of which contains either an underlined subject or an underlined direct object.

Write a question for each by beginning with the appropriate interrogative pronoun that replaces the underlined word or phrase.

1. Hans und Inge kommen heute.
2. Der Koffer ist schmutzig.
3. Sie kauft die Krawatte.
4. Wir kennen den Mann.
5. Er ruft den Vater.

See ALM Teacher's Edition, second edition, p. T116-117, 123

L. Instrument for measuring performance objective IVD-3

See ALM Teacher's Edition, second edition, p. T45, T49, T54

V. Cultural Skills

Instrument for measuring performance objective V

Describe the differences and/or similarities between the German and American cultures in each of the following areas:

1. Postal systems
2. Monetary systems
3. Weights, measures, and clothing sizes
4. Educational systems
5. Birthday customs

VI. Attitude

A. The teacher will have noted throughout the courses the participation in activities and expressions of beliefs of each pupil. Through his/her guidance positive opinions and attitudes hopefully will develop in a majority of the class. A chart on minute details might be kept such as:

	Volunteers	Take positive attitude	Seeks a project	Speaks without bitterness	Accepts leadership role
1. Allen, Mary	1	1	1		
2. Alsworth, Joe			1		1

REFERENCES

- Birkmaier, Emma, ed. The Britannica Review of Foreign Language Education, Vol. 1. Chicago: Encyclopedia Britannica Inc., 1968.
- Brooks, Nelson. Language and Language Learning. New York: Harcourt, Brace and World, Inc., 1964.
- Driessle and Rognebakke. Warum nicht auf Deutsch? New York: The Bruce Publishing Co., 1968.
- Folge, Erste. Deutsches Liederbuch. Rochester, New York: The Thrift Press, 1948.
- Hagboldt, Peter. Elementary German Series. Boston: D.C. Heath and Co., 1957.
- Harcourt, Brace and World, Inc., Publishers. Reading-Writing-Spelling Manual. New York: Harcourt, Brace and World, Inc., 1962.
- Harcourt, Brace and World, Inc., Publishers. ALM German 1, second edition. New York: Harcourt, Brace and World, Inc., 1969.
- Harcourt, Brace and World, Inc., Publishers. ALM German 1, Teacher's Test Manual, second edition. New York: Harcourt, Brace and World, Inc., 1969.
- Kufner, Herbert L. The Grammatical Structures of English and German. Chicago: The University of Chicago Press, 1962.
- Ladu, Tora. Teaching for Cross-Cultural Understanding. Raleigh, North Carolina: Department of Public Instruction, 1968.
- Lange, Dale, ed. The Britannica Review of Foreign Language Education, Vol. 2. Chicago: Encyclopedia Britannica Inc., 1970.
- Moeller, Jack; Dhority, Lyn; Hoelzel, Alfred; and Tangert, Elsie. German Today, Level 1. Boston: Houghton Mifflin Co., 1970.
- Moulton, William G. The Sounds of English and German. Chicago: The University of Chicago Press, 1962.
- Oliva, Peter F. The Teaching of Foreign Languages. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1969.
- Ollman, Mary J., ed. MLA Selective List of Materials. New York: MLA Foreign Language Program Research Center, 1962.
- Politzer, Robert. Teaching German. Waltham, Mass.: Blaisdell Publishing Co., 1968.
- Rehder, Helmut; Thomas, Ursula; and Twaddell, Freeman. Verstehen und Sprechen, revised. New York: Holt, Rinehart and Winston, 1970.

- Reichmann, Eberhard. The Teaching of German, Problems and Methods. Philadelphia: National Carl Schurz Association, Inc., 1970.
- Rivers, Wilga M. Teaching Foreign Language Skills. Chicago: University of Chicago Press, 1968.
- Schmidt, Elisabeth. Let's Play Games in German. Skokie, Ill.: National Textbook Co., 1970.
- Syrop, Elsie. German Civilization. New York: Keystone Education Press, 1964.
- Tenbrock, Robert H. History of Germany. München, Germany: Max Hueber Verlag, 1968.
- Valette, Rebecca. Modern Language Testing. New York: Harcourt, Brace and World, Inc., 1967.

PERIODICALS

- Little, William A. ed. German Quarterly. Philadelphia: American Association of Teachers of German.
- Reichmann, Eberhard, ed. Die Unterrichts-Praxis. Philadelphia: American Association of Teachers of German.
- Scebold, Edward C. ed. Foreign Language Annals. New York: American Council of the Teaching of Foreign Languages.